

PEA4. Policy and Procedure on Credit Transfer and the Recognition of Prior Learning

1. Introduction

This document details the principles and policies for credit transfer into a CITY ULE programme and for the recognition of prior learning (RPL) at the CITY ULE. RPL is used throughout this document as an overall process/concept with RPCL and RPEL being used when appropriate to specifically refer to recognition of prior certificated learning and recognition of prior experiential learning respectively. (Recognition of Prior Learning should be read as synonymous with Accreditation of Prior Learning (APL, and APCL and APEL)).

Credit transfer refers to the process by which UK higher education credit gained elsewhere or on an alternative CITY ULE programme is accepted as part of the full programme applied for.

RPL is the umbrella term for the recognition of prior certificated learning (RPCL) and the recognition of prior experiential learning (RPEL), processes by which the CITY ULE can assess whether an applicant can demonstrate sufficient knowledge, understanding and skills to be exempt from studying some required modules for credit to gain an award of the CITY ULE.

This document is intended to inform and direct CITY ULE administrators in central services, staff in academic schools/departments and staff in partner institutions delivering validated programmes and/or jointly awarded qualifications (joint, double or dual degrees) for the effective and appropriate consideration of applications for credit transfer and RPL by potential students.

2. Scope

This policy applies to all undergraduate, graduate and postgraduate taught programmes owned and delivered by the CITY ULE, unless exceptions or alternative credit transfer and RPL policies and procedures have been approved for such programmes.

Research degrees are outside the scope of this policy and related procedures.

3. Responsibilities

Policy and procedures relating to credit transfer and RPL are the responsibility of the Vice-Provost for Education (VPE), in consultation with appropriate sections and academic schools/departments.

Where a school/department wishes to deviate in its policy from the CITY ULE policy and procedures, they will have in place a statement detailing their credit transfer or RPL policies and procedures and the nature of the evidence required to support applications. The school/departmental statement should be easily accessible to staff, current and prospective students and communicated to appropriate central services.

The academic school/department is responsible for processing and assessing applications and the Dean of School/Head of Department should ensure that the roles and responsibilities of staff associated with credit transfer or RPL are made clear to all staff, students and applicants via any school/departmental statement on credit transfer and RPL. The Chair of the Academic Board will be responsible for overseeing credit transfer and RPL applications received by the

school/department. The Chair of the Academic Board may delegate this responsibility to a named individual RPL Coordinator at their discretion. School/departmental publicity and information should make it clear to whom any applicants for credit transfer or RPL should address their claim.

Chairs of Academic Boards / RPL Coordinators will liaise with appropriate academic colleagues in processing credit transfer or RPL claims, in order to make an assessment of the merits of the claim. Two people should assess each application.

Where schools/departments wish to support a claim that is not covered by this policy the case may be referred by the Chair of the Academic Board / RPL Coordinator to the Academic Board who may then request its consideration by the VPE. Where the VPE has approved an exception that is judged to set a precedent for an exception to the rule, this will be agreed and the relevant school/department notified. Where a decision is considered to signify a change to the rules this will be incorporated into this policy document.

Where a school/department expects to receive regular individual requests of an identical nature that are an exception to the agreed policy and process, the Academic Board can apply to the VPE for a standing exceptional process to consider such applications.

Schools/departments will provide applicants that are unsuccessful in their claim for credit transfer or RPL with sufficient feedback to understand the academic judgment made about their application or any other reasons as to why their application cannot be approved.

The student will be responsible for engaging with and satisfactorily completing any additional learning the school/department deems necessary to fill any gaps in knowledge or skills content in order to meet the requirements of the CITY ULE programme.

4. Policy Statement

4.1 Principles

The CITY ULE encourages applications to programmes of study from students from diverse routes of access, whether Greek or other countries, and which might involve credit transfer and/or RPL. For all taught programmes (undergraduate and postgraduate), schools/departments are required to consider applications to recognise appropriate prior learning or to transfer credit that, through the evidence provided, justify exempting a student from the need to undertake some modules required on any programme of study, unless good reason can be given for exempting specific programmes (for example as a Professional, Statutory or Regulatory Body (PSRB) requirement).

Schools/departments must seek the approval of the Chair of Education Committee if they wish to exempt a programme of study from the requirement to allow applications for credit transfer and RPL.

For the purposes of this policy students/graduates of other joint, double or dual awards of the CITY ULE and its partner organisations will be treated in the same way as applicants to and students on programmes delivered by the CITY ULE itself, if applying for credit transfer or RPL of a component of a programme delivered solely by the CITY ULE .

The CITY ULE welcomes visiting international students and recognises that some wish to continue their studies by transferring to CITY ULE from their original institution. This policy and processes shall facilitate visiting students' transfer by recognising appropriate prior learning.

An application for credit transfer or RPL will be underpinned by the consideration of the learning outcomes achieved by an applicant in their previous studies or experience and not merely accepting that an applicant has undertaken previous study or experiential activity.

Transparency, consistency of approach, equity and fairness will underpin the CITY ULE's handling of applications for credit transfer or RPL.

The CITY ULE recognises the need to support applicants to understand the RPL process and to evidence their application, but it places the responsibility on the applicant to source and collate the required evidence within the appropriate timescales for their programme of study.

Applications for RPL will be assessed based on the authenticity, relevance, sufficiency and currency of the qualifications and other evidence presented by the applicant.

Applicants for credit transfer and RPL should have a clear point of contact for information, advice and guidance in schools/departments who will be supported by central CITY ULE services to enable them to fulfil their role effectively.

The assessment of applications for credit transfer and RPL is a matter of academic judgment and applications will be assessed by suitably qualified members of staff.

In some cases it may be necessary for a school/department to require a student to undertake specific learning at the CITY ULE where prior learning or credit transferred has not covered all equivalent content to the CITY ULE programme of study.

As the assessment of applications for credit transfer and RPL is a matter of academic judgement, decisions will not be subject to appeal. The CITY ULE respects applicants' and students' rights to make a complaint or appeal on grounds that are admissible within the relevant procedures.

Feedback is an important part of the assessment process in order to enable applicants/students to understand the rationale for academic decisions and for their personal development.

The quality assurance of credit transfer and RPL processes is important and will be included in the CITY ULE's standard quality assurance processes.

The CITY ULE is committed to continued excellence in the learning and teaching experience it offers and will seek to monitor, review and improve this policy and related procedures by utilising feedback from credit transfer and RPL applicants and schools/departments.

Credit transfer: The CITY ULE regards credit gained from other approved HE degree-awarding bodies as benchmarked on the [Higher Education Credit Framework for England \(FHEQ\)](#) as comparable to its own and as qualifying for credit transfer where the credit gained is in an applicable subject to the programme applied for.

Recognition of Prior Certificated Learning: The CITY ULE recognises the enabling effect of providing applicants the opportunity to demonstrate certificated learning and training (such as professional development awards or employment-based awards), that has not led to the award of UK higher education credit but that might have been on a level comparable to the credit level of CITY ULE programmes of study, to be recognised in place of undertaking some modules on a programme.

Recognition of Prior Experiential Learning: The CITY ULE recognises the enabling effect of providing applicants the opportunity to demonstrate relevant prior non-certificated learning and training or learning through work experience at a level appropriate to the credit level of the CITY ULE programme of study through the recognition of prior experiential learning (RPEL). It will enable applicants to gain CITY ULE credit as part of their CITY ULE award by recognising such prior attainment or experience in place of a module(s) on the programme of study.

If a student that received an exit/interim award (for example a PG Certificate) later wishes to complete a higher award (for example a Masters) using the credit of the previous one for exemption from completing the total credit volume of the intended programme of study the school/department will assure itself that the student is in good academic standing to successfully complete the additional modules and subject content based on their prior learning.

If a student that received, or is eligible for, an exit/interim award of the CITY ULE wishes to complete a higher award using the credit of the lower award this lower award will not be withheld or rescinded. Similarly the CITY ULE does not have the authority to rescind lower awards granted by other institutions when a student applies for credit transfer or RPL onto a CITY ULE programme.

4.2 Evidencing and assessing prior learning

All applications for credit transfer or RPL should be made and approved prior to enrolment onto the programme in question, unless the school/department concerned has agreed that exceptional circumstances apply. Where for exceptional reasons the approval of RPL happens after enrolment to the programme, Credit transfer and RPL should be approved prior to starting the relevant module(s) unless for exceptional circumstances a student should be allowed to begin a module.

In order to be granted exemption from study of a module(s) or stage of a programme through credit transfer or RPL, all applicants will be responsible for providing sufficient evidence that their previous learning (not merely the completion of an activity) satisfactorily fulfils the requirements of the relevant module(s)/stage (for example through formal transcript with supporting module information and learning outcomes or an RPEL portfolio).

Schools/departments will need to consider carefully the acceptance of any copies of evidence and whether the applicant will need to provide original copies of documentation used as evidence. Applicants will be required to submit translations of any non-English language evidence.

In normal circumstances, credit transfer and prior certificated/experiential learning are viewed as current if they were completed within five years of the expected date of registration on the programme applied for. If the previous learning was completed more than five years prior to the proposed date of registration, additional evidence of continued learning or experience at a relevant level shall be required to satisfy the school/department of its validity.

Schools/departments have the discretion to make academic judgements as to the currency of credit previously awarded or of prior certificated or experiential learning and where appropriate may specify that more recent learning. It is also accepted that PSRB accreditation may require shorter currency periods.

Schools/departments may also use their academic judgement to determine if, on particular programmes of study, it is normally acceptable to approve applications for learning completed more than five years previously. In such circumstances they should consider carefully the appropriateness of such a decision against the learning outcomes of the CITY ULE programme of study. Deviations from the five year currency should be agreed by the Academic Board and

approved by the VPE. In their school/departmental statement on credit transfer and RPL, schools/departments should clearly state their practice and then consistently apply this.

In addition to the currency of applications for credit transfer and RPL, the person(s) responsible for assessing applications within schools/departments will consider the authenticity, relevance and sufficiency of the applicant's qualifications and other evidence presented.

Applicants wishing to challenge a credit transfer or RPL decision on the basis of dissatisfaction with the CITY ULE's handling of the claim, or alleged procedural irregularity in the process of assessing the claim, will be directed to the CITY ULE's complaints or appeals procedures as appropriate. A school/department's decision whether or not to uphold the claim is an academic judgement which cannot, in itself, be appealed against.

4.3 Allowable levels and volumes of credit

The maximum proportion of any award available for credit transfer or RPL the CITY ULE permits will balance the flexibility of educational opportunity with the assurance that awards of the CITY ULE reflect sufficient evidence of study at the institution.

Maximum credit totals up to the total specified in Table 1 for RPL or Credit Transfer of non-CITY ULE credit awarded through a tutor-guided RPEL Portfolio may include for Masters up to 40 credits, and for Postgraduate Certificates, Postgraduate Diplomas and Undergraduate programmes, 20 credits.

The maximum amounts of credit that a student can transfer or have recognised through RPCL will vary according to the award they are completing and are specified above. Such transfer or recognition will also require that the prior learning has been assessed as being comparable in terms of content and credit to the module(s)/stage against which they are claiming exemption or credit transfer.

Schools/departments need to ensure that students will undertake some study in all the semesters/terms that they are registered for in order to satisfy programme registration and attendance requirements.

Schools/departments should advise students to seek advice as to any implications for financial support they receive or for immigration visa compliance if their use of RPL or credit transfer results in a reduced workload compared to the standard programme of study.

Table 1: CITY ULE Awards and Eligibility of RPL

Level	Credit Transfer of non-CITY ULE credit (%) (Maximum Credit Total for RPL)	Balance to be undertaken as taught CITY ULE modules on the registered programme of study or including CITY ULE credit obtained previously and transferred into the programme
Certificate of Higher Education (120 credits)	50% (up to 20 credits RPEL)	50%
Diploma of Higher Education (240 credits)	50% (up to 20 credits RPEL)	50%

Ordinary Degree (300 credits)	33.3% (up to 20 credits RPEL)	66.7% (All Level 6 (Stage 3) modules must be completed at CITY ULE)
Honours Degree (360 credits)	33.3% (up to 20 credits RPEL)	66.7% (All Level 6 (Stage 3) modules must be completed at CITY ULE)
Postgraduate Certificate (60 credits)	50% (up to 20 credits RPEL)	50%
Postgraduate Diploma (120 credits)	50% (up to 20 credits RPEL)	50%
Masters Degree (180 credits)	50% of the taught credit component of the programme (up to 40 credits RPEL)	50% (excluding credits awarded for Capstone Project Modules, which must be completed at CITY ULE)

Schools/departments should consider carefully whether there are any health and safety implications of allowing students to be exempted from particular modules on the basis of credit transfer or RPL. Inductions for such students should be carefully reviewed.

Schools/departments will consider where undergraduate applicants can, through credit transfer or RPCL, gain direct entry at stage 2 based on having been previously awarded higher education credit or other prior certificated learning. In such cases, schools/departments should consider carefully the extent to which the past learning has sufficiently prepared the applicant for study at CITY ULE at the higher level or what additional support it might offer such students to maximise their opportunity to achieve the final award.

Credit transfer or RPL claims cannot be made against modules at honours level (level 6) or above on undergraduate programmes. Applications for direct entry into stage 3 with advanced standing will not normally be permitted. In exceptional cases, schools/departments can present a case to the Chair of CITY ULE Education Committee for consideration.

Within postgraduate taught programmes, RPL claims may not be made against Capstone Project Modules, which must be undertaken at CITY ULE.

Students will normally be eligible for a fee reduction to account for the reduction in taught modules to be undertaken where they successfully apply for exemption from a taught module(s) and the recognition of credit by means of credit transfer or RPL.

Where students progress from one award to a higher volume award (for example on a staged postgraduate programme or after previous study resulting in an exit/interim award), they must not exceed the maximum allowable credit transfer or RPL for the final award.

Where a student elects to take an exit/interim award, they must not exceed the maximum allowable credit by RPL for that level of award.

4.4 Monitoring

Schools/departments will maintain records of all applications for credit transfer or RPL, of the decisions made and the reasons for the decision. This will be the responsibility of the Chair of the Academic Board and the RPL Coordinator where relevant. Any issues arising from the administration of RPL applications will be reported to the VPE. The Academic Quality Team may

also request evidence of a school/department's handling of credit transfer and RPL applications as part of quality assurance, monitoring and review processes.

CITY ULE Education Committee will monitor, review and suggest improvements to this policy and its related procedures by utilising feedback from credit transfer or RPL applicants and schools/departments as to their equitability, consistency and efficacy.

4.5 Credit transfer

The CITY ULE will only allow the transfer of evidenced credit awarded to an applicant by the CITY ULE or another approved higher education institution and aligned with the FHEQ, where an appropriate assessment of the relevance of the learning undertaken for that credit demonstrates its suitability for the CITY ULE programme for which the application is made.

Applications to enter programmes of study at the CITY ULE based on an applicant having obtained credit at a lower level than the award for which they have applied will be considered under the admissions policy.

Where prior learning led to the award of HE credit and the currency, content, credit volume and level is appropriate to the CITY ULE programme of study mapped against the FHEQ, the prior learning will be recognised without assessment as credit transfer.

Applications for credit transfer will consider transfer of the full credit value of an individual CITY ULE module as a minimum amount allowable and will clearly detail the maximum credit value allowable according to the nature of the award on which the student will be registered.

Unless otherwise approved by the Vice-Provost (Education), in cases of credit transfer from another institution, only marks awarded at the CITY ULE will be included in the progression decisions, calculation and classification of the final award. That is, credit transferred (from another degree-awarding body) will be treated as though obtained on a pass/fail basis and not used to calculate the final award, with the award and its classification being determined solely from the numerical marks of the CITY ULE credit obtained.

4.6 Recognition of Prior Certificated Learning (RPCL)

The CITY ULE will normally only consider applications for the recognition of prior certificated learning (RPCL) it receives before a student enrolls onto a programme of study against which exemption is sought.

Applicants may apply for RPCL where learning can be assessed as having been undertaken that is equivalent to higher education level on the FHEQ but that did not lead to the award of UK higher education credit, for example certificated training provided by a professional organisation or assessments agency. Applicants' qualifications will be checked by the Admissions Office drawing on appropriate reference points for equivalence on the FHEQ before being considered by the school/department. The applicant will be responsible for making sure that all evidence and supporting application material is submitted.

Individuals that have studied with non-UK providers may apply for RPCL and their qualifications and institutions will be checked by the Admissions Office before being considered by the school/department. The applicant will be responsible for making sure that all evidence and supporting application material is submitted in English. Translations into English must be certified, with original documents available on request.

Schools/departments will assess the claim for RPCL to determine whether the learning evidenced (and not the completion of the activity alone) demonstrates sufficiently that the applicant has the knowledge, skills and experience to meet the learning outcomes of the modules to be replaced and to enable the student to successfully undertake the remaining programme of study at the CITY ULE.

The CITY ULE will consider applications for exemption from the full credit value of an individual CITY ULE module as a minimum amount allowable and will RPCL up to maximum values as detailed above according to the nature of the award on which the student will be registered.

4.7 Recognition of Prior Experiential Learning (RPEL)

Schools/departments will provide applicants with reasonable opportunities to gain credit as part of their CITY ULE programme of study by recognising relevant prior learning obtained through work experience or non-certificated learning or training (RPEL). Applicants for RPEL should be given clear information about what they are required to produce to evidence their learning, by what deadline and how it will be assessed. Schools/departments shall inform the Admissions Office of any exceptions to this for particular programmes of study.

Individuals with UK and non-UK learning or work experience will be able to apply for RPEL assessed by means of an RPEL Portfolio detailing their non-certificated learning and experiences. The applicant will be responsible for making sure that all evidence and supporting application material is submitted in English. Translations into English must be certified, with original documents available on request.

Where required, schools/departments will provide applicants making an RPEL claim with tutorial assistance (face-to-face or virtually) so that they understand what is required in order to prepare the RPEL Portfolio that will sufficiently evidence their experiential learning.

Where applications are made for RPEL a maximum of 20 credits can be awarded as part of the allowance for credit transfer or RPL in place of a module(s) that forms part of the normal taught programme of study of at least 120 credits.

5. Procedure Application Process

- The applicant who wishes to make an application for credit transfer or recognition of prior learning should contact the department they are applying to and then complete the relevant application form.
- The school/department communicates directly with the applicant to ensure all evidence required is submitted.
- The applicant completes the appropriate application form and provides sufficient evidence required to the school/department.
- The academic case is assessed by (at least) the Head of Department and one other suitable colleague.
- If successful, the school/department informs the Admissions Office to process the offer. Documentation confirming the decision is uploaded by the Admissions Office to the student's record.
- If the application is rejected, the school/department confirms their decision to the Admissions Office and provides feedback to the student. Documentation confirming the decision is uploaded by the Admissions Office to the student's record.

- All applications should be made prior to enrolment unless the department has agreed otherwise due to exceptional circumstances.
- In most cases the candidate's prior learning should have been completed within five years of the expected start date at CITY ULE.

6. Glossary of terminology used in this policy

Term	Explanation
Accreditation of Prior Learning (APL)	An umbrella term used to cover both APCL and APEL in this policy. Since replaced by Recognition of Prior Learning and RPCL, RPEL.
Advanced Standing	The recognition that a new applicant may have already completed CITY ULE-level study, holds formal evidence of achievement at that level and has received recognition from the CITY ULE of the credit awarded in order for direct entry to a programme beyond the lowest level of the programme, eg beginning study at CITY ULE at stage two of a Bachelor's programme.
Authenticity <i>[as one of the criteria used to assess the claim]</i>	Evidence presented must be verified as being that which relates to the applicant's own efforts and achievements. Evidence may require endorsement (eg from a degree-awarding body) or reference from relevant sources (eg an employer).
Credit	Each module is worth a specified number of credits. Credit is the value assigned to a module in terms of student workload, regardless of any weighting the module may be given in the calculation of the degree result or of the module's level of academic difficulty. Credit is associated with a notional student workload with one credit representing 10 hours' work by a student; thus a standard 10-credit module represents 100 hours' work and so forth. Note that credit values in countries outside the United Kingdom may vary from this workload definition (for example see ECTS).
Credit Transfer	The process whereby the CITY ULE recognises and transfers into one of its programmes the credits or qualification awarded by another UK higher education degree-awarding body in accordance with the relevant higher education qualifications framework (see FHEQ). This involves the CITY ULE determining the status of that award (including consideration of its content, credit volume and level) as it relates to the higher education programme on which the student is registering/studying. This process does not require assessment, although all forms of recognition and credit transfer take place within the CITY ULE's academic framework and regulations.
Currency <i>[as one of the criteria used to assess the claim]</i>	The evidence presented must relate to current, recent learning (within a defined and clearly stated time period). Typically credit transfer and prior certificated / experiential learning is viewed to be current if completed within five years of the expected date of registration for the programme. In subject areas where the curricula changes rapidly

	a shorter time span may be determined by the relevant Academic Board (subject to approval by the PVC TLS)
Direct Entry	See Advanced Standing
Double Counting	The recognition of prior learning (and credit) that has already resulted in the award of a qualification similar to, or the same as, the qualification which the student is seeking to be awarded. Double counting will not normally be allowed on CITY ULE programmes.
Dual Award	Describes an arrangement under which two (or more) awarding institutions design and deliver a single programme leading to separate awards being granted by both (all) awarding institutions (i.e. there are two (or more) certificates). The awards should be at the same level, refer to one another and be presented at the end of the full period of study (which is likely to be longer than the nearest equivalent single award). In a dual award each partner applies its own regulations and processes to its contribution.
European Credit Transfer and Accumulation System (ECTS)	The European Credit Transfer and Accumulation System (ECTS) is a tool that helps to design, describe, and deliver higher education qualifications. The use of ECTS is intended to enhance transparency and to facilitate the international recognition of qualifications.
Exit or Interim Awards	<p>An (early) <i>exit</i> or interim award may be granted where students have demonstrated achievement of a specified number of credits, or stages of an undergraduate programme, but need to leave a programme in good standing or through failure to complete the credits required for a full award. For example, exiting at stage two of a Bachelor's degree with a Diploma of Higher Education.</p> <p>Alternatively, the full award is only offered in defined stages (usually at postgraduate level) resulting in an <i>interim</i> award (eg, Postgraduate Certificate). Applications for RPL will need to be assessed to determine whether the student gained the award in good academic standing and to ensure rules on double counting are adhered to.</p>
Framework for Higher Education Qualifications (FHEQ)	The reference point for providers of UK higher education specifying the expected level of student learning to be undertaken for different awards and on which foundation degree programmes are normally designed (eg. Bachelor's degrees are normally levels 4(C) to 6(H) and Masters degrees level 7(M).
Learning Outcomes	Descriptors of knowledge, understanding and skills a student should be able to demonstrate following the study of a module. Applications for RPL will normally be based on the assessment of the extent to which an applicant can show prior learning or experience meets the learning outcomes of the programme or module at CITY ULE they wish to be exempt from completing by RPCL/RPEL.

Module	<p>A module is an individual component of a programme. There are three different types of module:</p> <ul style="list-style-type: none"> ● <i>Compulsory module</i> - a module required for the programme; ● <i>Option module</i> - a module chosen by a student from a prescribed list of modules within the programme; ● <i>Elective module</i> - a module chosen by the student normally from outside those offered by the school/department(s) responsible for their programme. <p>Modules may be designated as pre-/co-requisite or mutually exclusive to show the relationship between modules of similar content. Applications for RPL will need to be assessed cognisant of the relationship between the module against which exemption is sought and other modules forming the programme of study.</p>
National Agency Recognition Information Centre (NARIC)	<p>UK NARIC is the National Agency that provides information, advice and opinion on international vocational, academic and professional skills and qualifications and can thus assist in the assessment of claims for the recognition of prior learning, including direct entry with advanced standing onto CITY ULE programmes.</p>
Programme	<p>A recognised professional or accredited CITY ULE course (called a 'programme of study' at CITY ULE)</p>
Programme of Study	<p>A programme of study is the set of modules studied for a named award, eg BA History</p>
Professional, Statutory or Regulatory Body (PSRB)	<p>A Professional, Statutory or Regulatory Body (PSRB) is an external organisation that provides recognition of CITY ULE awards that meet specific criteria for graduates wishing to enter certain professions as qualified practitioners or as suitably equipped to undertake continued professional training, eg The Nursing and Midwifery Council or British Psychological Association.</p>
Recognition of Prior Learning (RPL)	<p>The recognition of prior learning is a term that makes explicit the link between assessment used as the basis for recognising learning gained outside a defined (or formal) higher education programme and that used for learning within such a programme. The use of 'recognition' reflects the terminology in many European countries to describe accurately the process in relation to prior learning applicable to two widely recognised forms: prior experiential (or informal) learning and prior certificated learning.</p>
Recognition of Prior Certificated Learning (RPCL)	<p>Recognition (formerly 'Accreditation') of Prior Certified Learning relates to prior formal learning (such as professional development awards or employment-based awards) which is at higher education level but which has not led to the award of credits or qualifications positioned on the relevant higher education qualifications framework. A process of assessment enables a decision to be made about whether the learning is suitable for recognition.</p>

Recognition of Prior Experiential Learning (RPEL)	Recognition (formerly 'Accreditation') of Prior Experiential Learning involves an assessment process of learning gained through suitable experience (such as work-based, non-accredited training or practice in a particular role) to determine whether recognition can be given through the award of credit.
Relevance <i>[as one of the criteria used to assess the claim]</i>	The achievement must be comparable with the standard and content of the programme the claim relates to. The evidence presented should match the learning claimed, and the learning should be appropriate to the module learning outcomes.
RPEL Portfolio	A portfolio documenting evidence of how learning from prior personal or professional experience meets the learning outcomes of the module(s) against which a claim is being made. A portfolio could include a combination of prior experiential and certificated learning. The portfolio should be cross-referenced to the learning outcomes of the module(s) for which exemption is being claimed.
Stage	Equivalent to a year's full-time undergraduate study and usually comprising 120 credits
Sufficiency <i>[as one of the criteria used to assess the claim]</i>	The existence of enough evidence to fully demonstrate achievement of the learning claimed
Validation / validated programme	Describes the process by which an institution with Degree Awarding Powers judges that a programme (or part of a programme) developed and delivered by another institution or organisation is of an appropriate quality and standard to lead to an award or credit of the awarding institution.